

# EERA, Congress 2010. University of Helsinki EDUCATION AND CULTURAL CHANGE.

Paper:

*Experience of parents' education like  
trainers of students in risk.*

*A case study.*

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# The context: social-background

The current society is characterized to have a deep crisis that apparent several facets: *economic, ethical, school failure, disvalues, poverty, etc.*

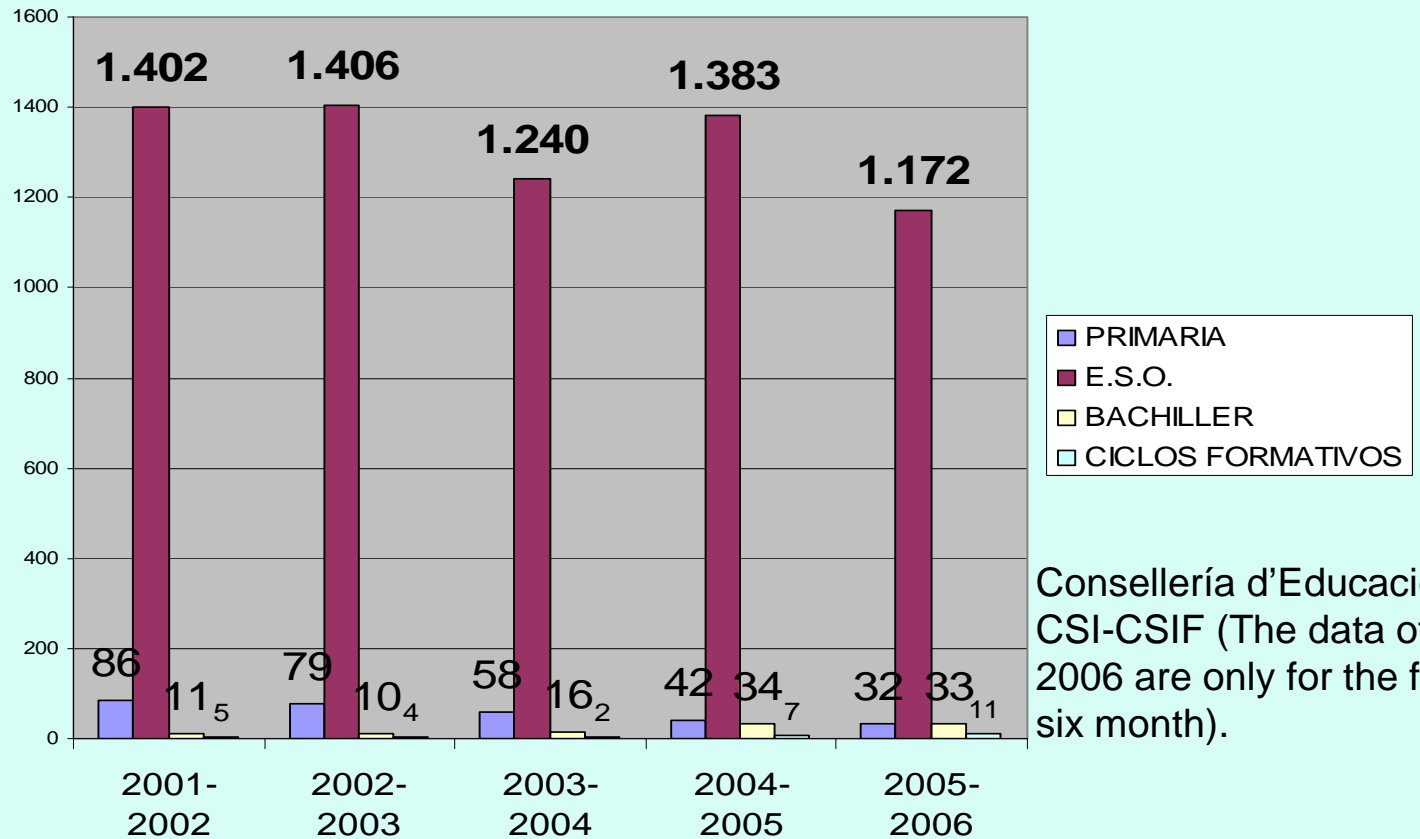
In this context, the violence is present in the daily life (robberies, aggressions, disappearances): we are attending many abuse forms against children, women, old men, weakest...

CONSELL VALENCIA DE CULTURA (2007)

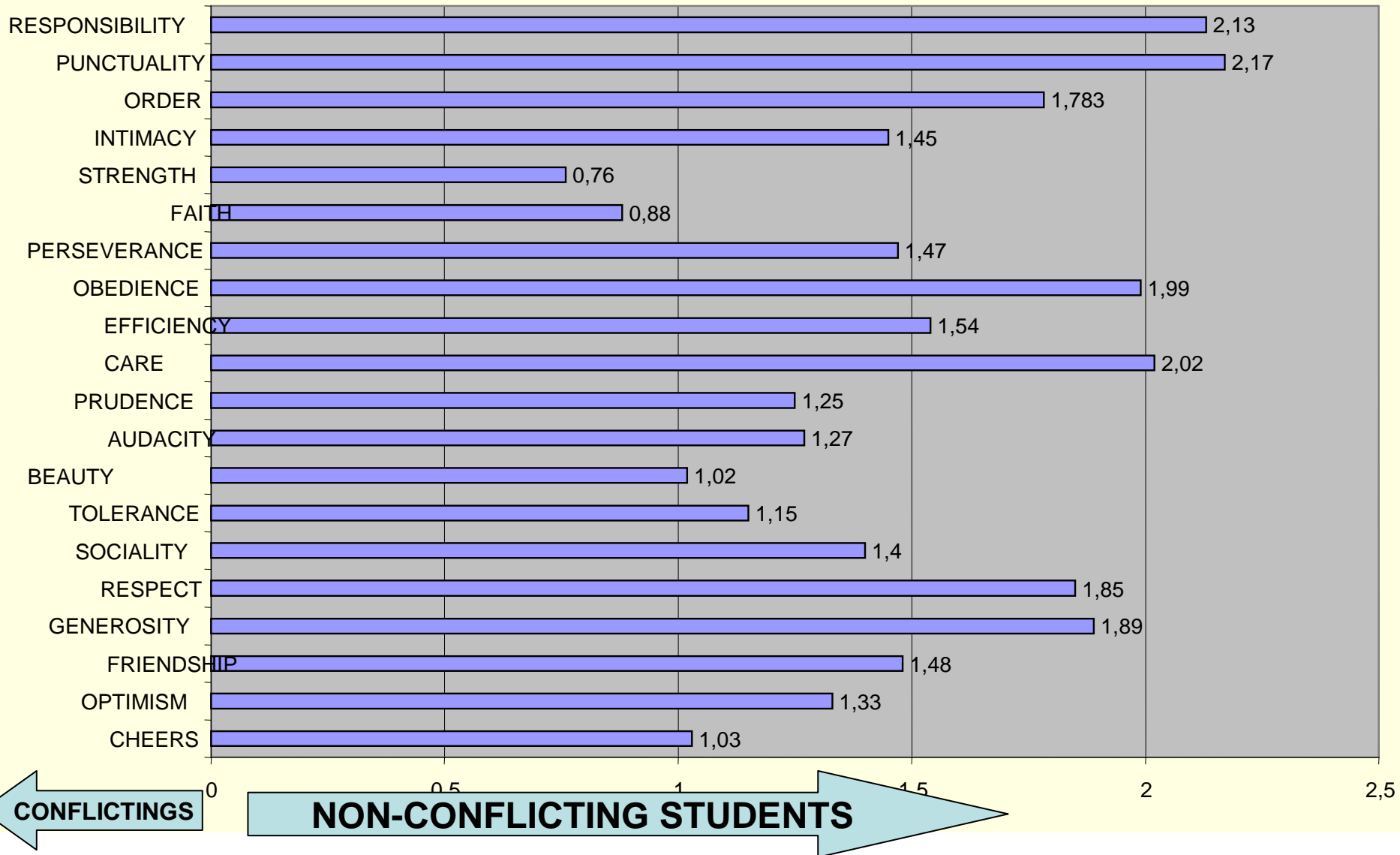
*Informe sobre violencia escolar.* Comisión de las Ciencias.  
Aprobado por el Pleno del CVC: 26 de febrero de 2007. 2

# 1<sup>st</sup>) Variables to define the social-cultural context's schools.

## DISCIPLINARIAN EXPEDIENTS IN VALENCIAN COMMUNITY DURIN SOME YEARS. A COMPARATION.



## DIFFERENCE AMONG AVERAGES: 2003 TO 2005 ALICANTE



**The cases of non-conflicting students would be on the extreme right side of the coordinate axis, the value being 0.**

# The families at risk.

The aggressors have usually lacked a “family warm climate” appropriate; or they have grown in an atmosphere of excessive “permissiveness”; or they have suffered authoritarianism situations; or experienced “couple conflicts”; or to have parents with psychic pathology<sup>[1]</sup>.

<sup>[1]</sup> Cornella, J. (2004) <http://www.adolescenciasema.org/index.php?menu=261>  
Congreso de la Sociedad de Medicina del Adolescente. Cfr. too S. Peiró (1993: Educación de niños en riesgo; Adhara-Unesco, Granada) inserts a chapter explaining this theme.

# RESEARCH OBJECTIVES-QUESTIONS.

1. Does the model for psycho-pedagogical processes, taken from team research, be applicable to incivility school cases?
2. By this model, it's possible to reeducate parents for that they could educate better their children?
3. Either parents and their sons are able to improve their understanding and modify its behaviours?

# RESEARCH PRECEDENTS in a reserach's team of Granada's University.

- The ICEA International Congress in Trinidad & Tobago, 1989, when Dr. Peiró copied the model to inserts in its research's group.
- The action research adult education in a school at Linares (Jaen, Spain), 1990, when was introduced the model throug the adult curriculum, like a transversal theme.
- Some slydes inserted in a parets school for an action research in a school at Montejicar (Granada, Spain), 1992.

# Attitudes (character) depend from the family.

The **character begins** to be conquered in the home, it is deduced that the family has great importance to prevent the scholars indiscipline and violence.

The parents' example models the virtues of its children, being adults an essential source of the morality of the children.



## 2<sup>nd</sup> ) The model: trends to re-educate parents.

**Parents** have to give affection to their children, to take care them in their physical necessities as feeding, dress, developing their cognitive level, helping them to develop the symbolic game, to encourage them and to support them in their time of study, **performing them in work habits**; giving **positive reinforcement** before positive behaviors; **speaking with them**; showing for them as a model; increasing their innate aptitudes with sport or ***musical*** activities, according to their preferences.

**Sons** will feel this way dear and accepted in his daily life and in criticals moments, always allowing them to believe and to be people, understanding as such his **integral development**.

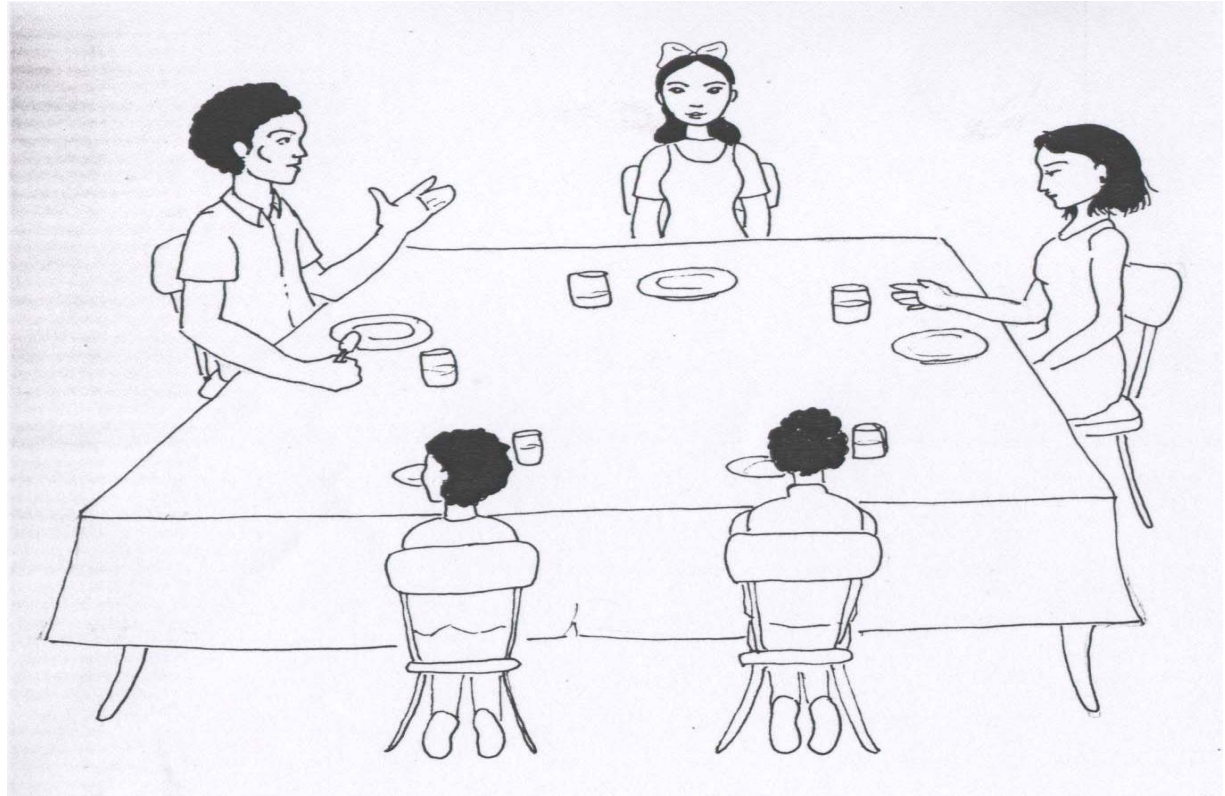
(Marina, 1998)

# ***An holistic approach.***

It is indispensable a global and combined focus in the formation of the parents, understanding them like their children's formative influence, and skills to develop at home and competences in teachers for to implement in the classrooms.

The re-educación of the parents should be understood as ***reflection***, planning of action and behaviour changes ***in its work of parents***. This aim enters inside the learning during a lifetime, since it is necessary to go learning how to develop abilities and attituds on their children as they go growing up and in a special way in the stage of the adolescence.

# RESOURCES: 1. Communication.



**When? Who starts?, What, how?, Interruptions? ...  
Do you suppose have been exhausted topics to talk  
about?**

# DIDACTICS: EDUCATIONAL ACTION.

This kind of research provides empirical data about scholars attitudes learned from their families, about learning slides, adapting whole class interaction, supporting personal care needs, developing social skills etc. are important components of the knowledge and skills needed by key school personnel as they struggle to be more inclusive of all students.

But such ***communicative and interactive practices*** can be “*understood only in the light of how the teachers and the learners **perceive what they are doing***” (Pring, 2004: 110).

### ***3<sup>st</sup>) The our IES' experience of students' parents' re-education. METHODOLOGY***

1. To develop the model, we follow the quasi-experimental method, phenomenological: experiential-rational, using dynamic of groups.
2. It is an apply-operative research that tries to problems solving of the daily coexistence, with effective and specific interventions & for **concrete situations**:  
**N = 1** (Vázquez, 1981).

# How was educational processes?

Psychopedagogue & parents are situated interpreting the social lifeworld (Crotty, 1998; Lipka, 1991).

The parents educational orientation implies the development of some abilities on the personal aspect, besides to self-control in **opposite the memoristic adaptive methodology**.

Adapting the methodology because parents have **motivations** different to the boy.

# POPULATION & EVALUATION

- The number of families for year that have followed sessions has been 20 for each course, that means that we was acted with a total of **60 families** in the **three years** that has been carried out the advice.
- The during of the study was three years. And, in every academic year, from October to June, that is to say, during the whole school course, and making a pursuit with **continuous evaluation**.

# IMPLEMENTATION: MODEL'S PHASES

## A) The preparation phase.

We concrete high-priority goals.

We structured the tasks divided in parts. Then the parents are invited to participate in the project, by means of interview, explaining the outlined objectives in a clear, concise and concrete way. Then there is carried out a first combined meeting with all the parents to put a **timetable** and to begin the parents' school.



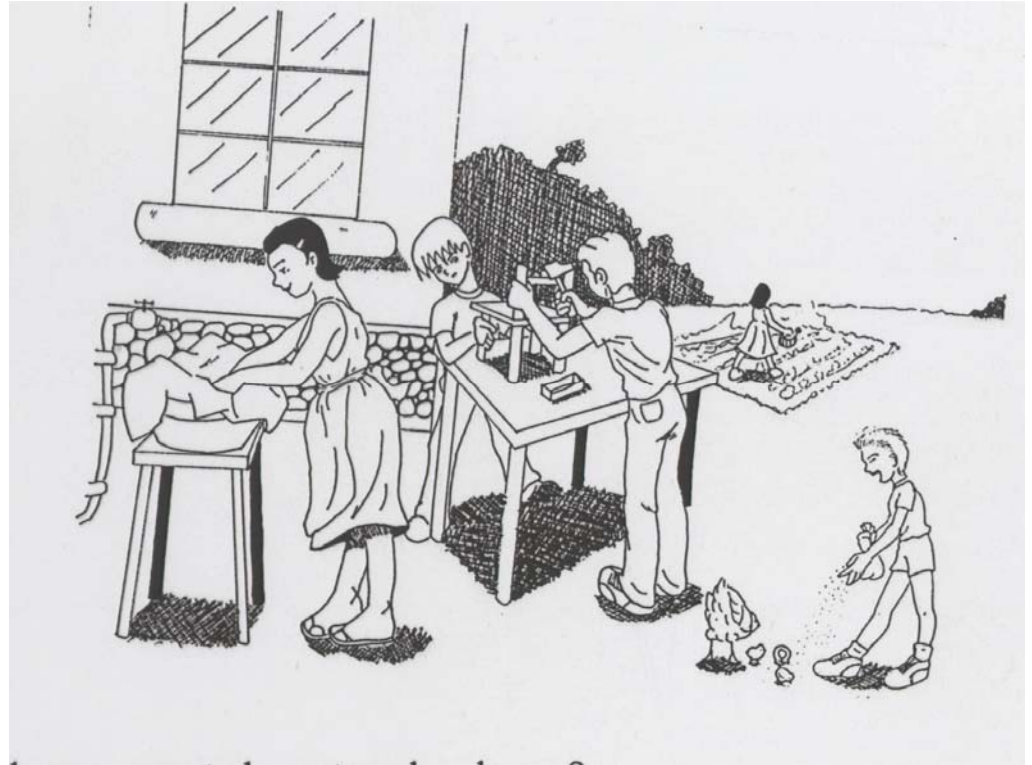
## B) In-put tools in action.

For the formation of attitudes, we work with ten sheets <sup>[1]</sup>, previously prepared and elaborated, we use the language of the image to be an intuitive-motivational language.

The development of the process is made by means of sessions and for thematic units: that's slides.

<sup>[1]</sup> In a first period, we take the same sheets that professor S. Peiró (Cfr. *Educación del niño en riesgo*, Adhara-Unesco, Granada, Spain: 1993, pp. 345ss).

## **2 .- Sharing the job takes responsibility.**



- Have you thought about certain types of work for everyone, but all acting simultaneously?
- When?
- Ask how to request it?
- In each job, what responsibility is acquired?

**The slides (see its at the end):**

**1st. Affectivity: emotions and feelings.**

**2nd Family Communication.**

**3th The responsibility. The respect.**

**4th Values - disvalues.**

**5th. To study-to Motivate.**

**6th. Time of leisure. Parties.**

**7th The self-esteem.**

**8th Puberty and Adolescence.**

**9th Social participation.**

**10th Commitments.**

## **4 .- That the parents show interest means a lot to the education of children.**



**What parents are looking for: training, awareness or a strong will?**

**What monitor, then? Discipline issues, notes ....**

**The study: where to study, when, how?**

**Review the lessons?**

- C) Each session** consists on several parts:  
Activities in class, with questionnaires and texts making reference to the theme that is learning for later ***each family*** should do ***mutual self-reflection***.
- D) After learning in class-room**, each unity has **activities for house**, what we have called “In family.” The couple shall make good **proposals** to do there.
- E) Baking at the class-room**, there are a welcome phase and setting in practice of the same one, consist on to **analyze the changes** of students' behaviors and the interactions that take place in the home.

Then, they shall continue or repeat the some subjets.

# FORMATIVE & CONTINUAL EVALUATION

- 1)  $E_o$  - It would be necessary to **value** and to discover the **previous baggage**, motivations and **climate** attitudes of the home.
- 2)  $E_c - We$  (Psichopedagogist & Couples) proceeded with a **longitudinal** examination of **each family** (Peiró, 1993; Stake, 1995).

# A WAY OF ASSESSMENT.

1. We evaluate to improve in concepts, procedures, attitudes and values.
2. Two data's **fuentes**:
  - a) The statements of each family, each day they are coming back to the nex sesion.
  - b) Participant observation of students afected's teacher about if these pupils are changin their behaviour.
3. It is made in a **continuous** way and along the whole course.
4. The procedure has flexibility way, being changed and ***modifying aspects considered inadequate*** in each work session.

# RESULTS

A) 45 families have modified their way to educate at home . Developing with their children a bigger selfcontrol's level in managing problematic situations at home.

B) 15 families have not modified their way to educate due to serious problems in the environment family at risk, bad shaping of the parents and of the friends, emotional-affective dysfunctions

C) 45 students collaborated family educational center. The gain was a bigger companionship and respect toward the other students and professors. They have **not** registered big changes at level of **success in the studies**.

D) The 15 students have not modified their behavior, coincide with those parents that have not been implied in carrying out weekly purposes in family



<b>SITUATION BEFORE PROGRAM</b>	<b>CHANGES EXPERIENCED</b>
1. Very simple scheme of coexistence. Models laissez-faire / authoritarian.	Trends to concern, dialogue ...
2. Education and the house are for women.	Tendency to distribute responsibilities.
3. Negligence, lack of hygiene, etc..	Defining and solving problems. Desires of self'performance.
4. Disinterest for the IES.	Concern for the tutorials, for the life of the school.
5. Discussions and crisis among adults in the household.	Tendency to settle differences through agreements.
6. Fatalistic attitude: "I will not change", "it's impossible to relate to my children", "I can not act", ...	Most hopeful trend, toward optimism.
7. The children in the IES: no laborious, disobedient, truant, unruly, pass the objectives of the classroom.	The children in the IES: obey more, they are less truancy, they perform the exercises ... <sup>25</sup>

# The conclusion is that...

... if the ***father and mother*** develop positive thoughts, and they are good models in its behaviour with appropriate self-regulation,  
the son will also be it.

Consequently, the **final valuation has been positive**, being reached the proposed objectives: ***we go toward the improvement of the students, improving the family's*** peaceful coexistence and the attitudes of the parents.

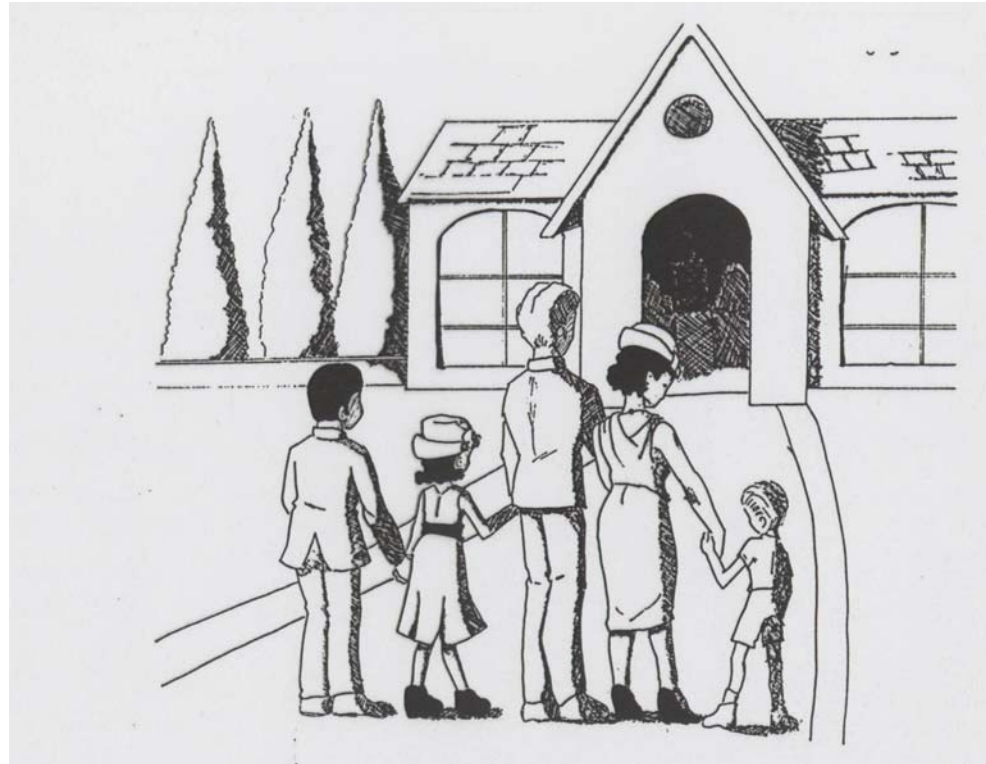
# MAIN CONCLUSIONS.

1. The model works for psycho-pedagogical processes.
2. Yes: it's possible to reeducate parents so that they could educate better their children.
3. Either parents and their sons improve their understanding and modify their behaviours.

ANEX 1

THE OLD SLYDES

### 3 .- If the family prays together stays together.

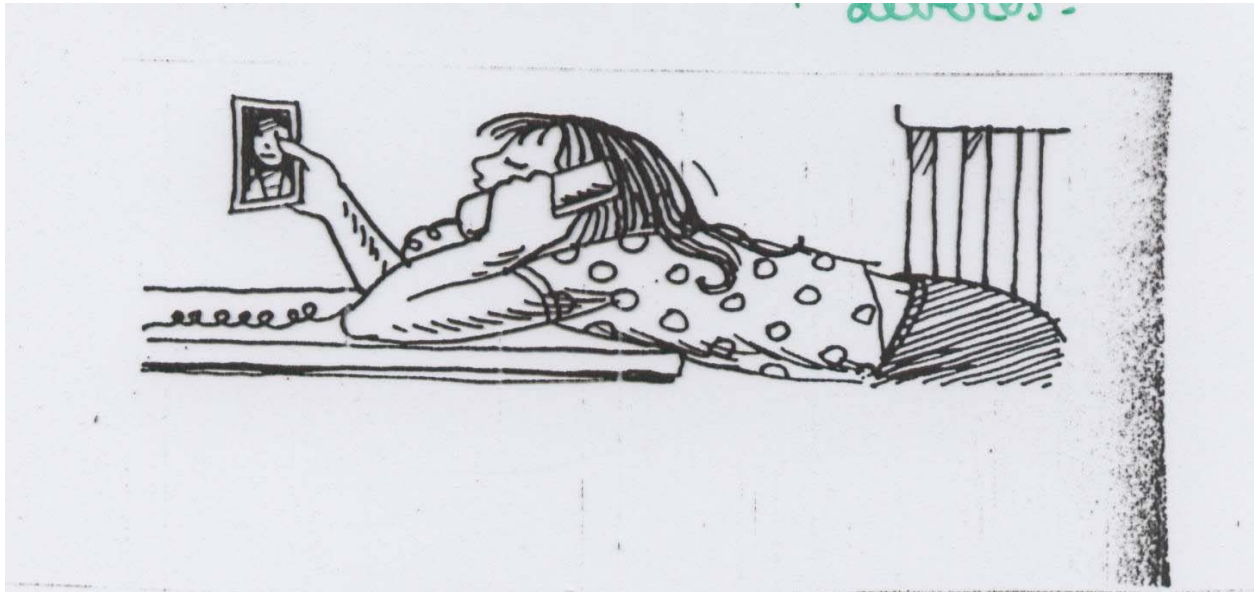


What else can you do together?

What ties are acquired?

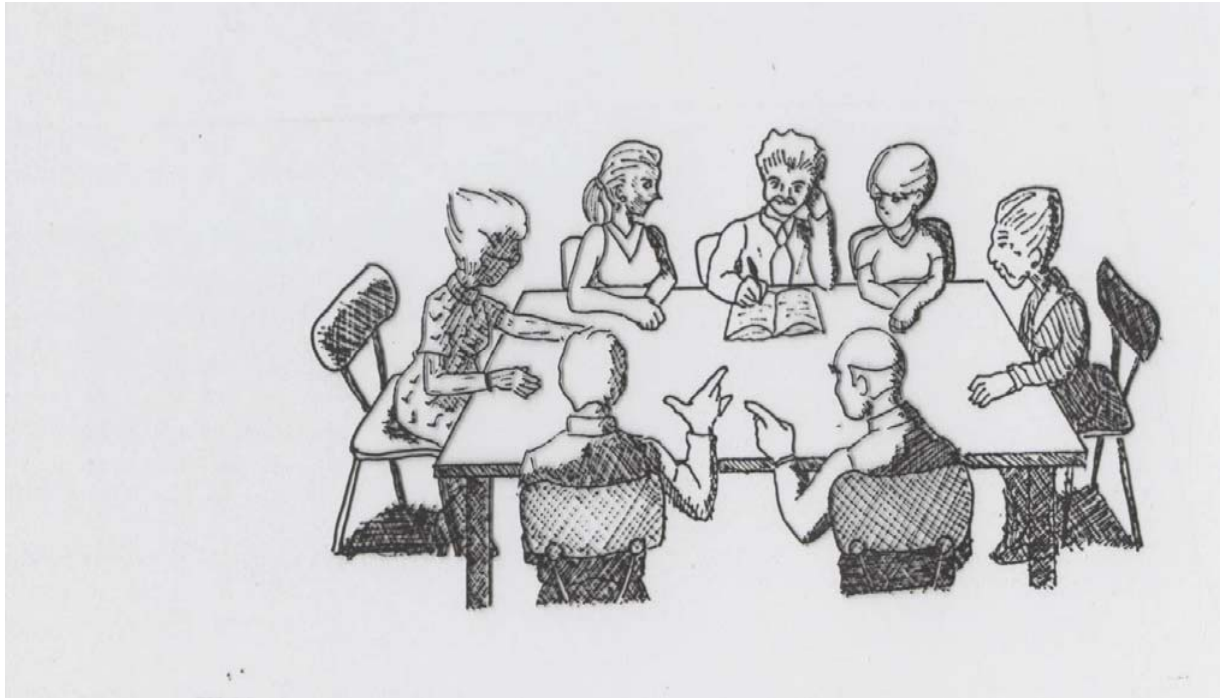
What can remain firmly attached?

# 5 .- Leisure time.



- Doing nothing?
- Be watching television? Video games and others.
- Celebrating parties: why there? At home?
- Going out without limitations?
- Addictions' prevention...

## 6.- If we participate, we could develop community.



¿En qué participas?  
¿Cómo? (estatutos)  
Montar asociaciones...

# 7 & 8.- Teeage



¿Qué significó para usted?  
¿Qué decirles? ¿Se lo dijeron?  
¿Cómo y donde empezar?



# 9.- Preparing the party.

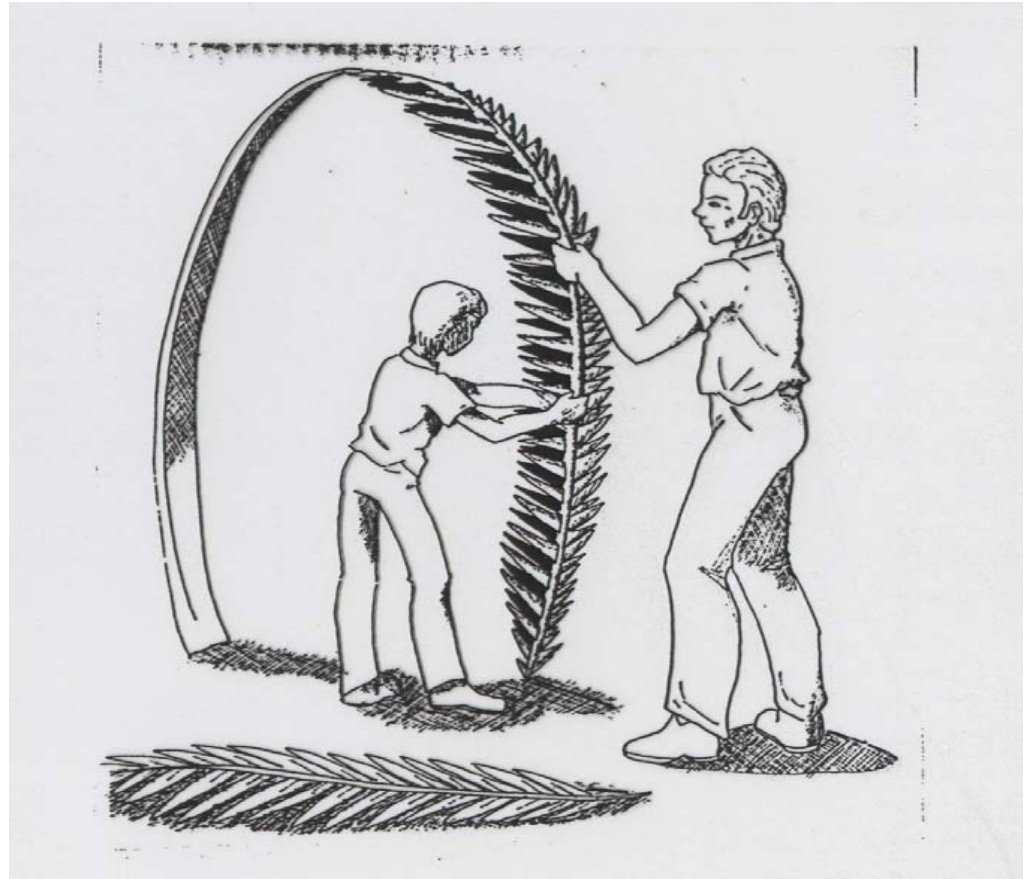
Fiestas posibles

¿Quiénes participan?

¿Qué hace cada uno?

¿Qué se hacía antes?

¿Qué se puede hacer?



# 10.- Lowe do lowe, How is it?



**Compartiendo secretos  
Celebrando onomásticas, aniversarios...  
Organizando gratas sorpresas.**

# ANEX 2

## THE NEW ADAPTED SLYDES

# *1. AFECTIVIDAD*



- Sentimientos
- Emociones
- Organizando gratas sorpresas
- Compartiendo secretos

## 2. COMUNICACIÓN



- ¿Cómo? ¿Cuándo?
- Relaciones padres-hijos
- Estilos de educar
- La autorreflexión



### 3. RESPONSABILIDAD



- Las normas
- Sentido crítico
- Disciplina
- Negociación-acuerdos

## 4. VALORES



- Esfuerzo y voluntad
- Respeto
- Eficacia
- Perseverancia
- ¿Qué priorizamos?

## 5. ESTUDIO.



- ¿Qué buscamos?
- Formación
- Educar la voluntad.
- Que aprendan a aprender.



## 6. *TIEMPO DE OCIO*



- Sus aptitudes
- Lecturas, Viajes, Internet
- Televisión, Video-juegos, Cómo Prevenir adicciones

## *7. LA AUTOESTIMA*



- Iniciativa
- Autoconocimiento
- Autoaceptación
- Autoconfianza

## 8. PUBERTAD. ADOLESCENCIA



- ¿Qué significó para Usted? ¿Cómo la vivió?
- ¿Qué decirles?
- Comprender cambios
- Autocontrol

## 9. PARTICIPACION SOCIAL



- Creatividad
- ¿En qué participan?
- ¿Cómo?
- Fiestas populares
- ¿Qué se hacía antes?
- ¿Qué se puede hacer?

# *10. COMPROMISOS*



- Respeto
- Solidaridad
- Asociaciones. ONGs.
- Voluntariado

**Thank you for paying  
attention!**

**Any questions, please?**

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